

**Texas Education Agency
Standard Application System (SAS)**

2017–2018 Perkins Reserve Grant				
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			FOR TEA USE ONLY Write NOGA ID here: Place date stamp here.
Grant Period:	November 13, 2017, to August 31, 2018			
Application deadline:	5:00 p.m. Central Time, September 26, 2017			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 OCT 26 PM 1:23 DOCUMENT CONTROL CENTER 1301 CONGRESS AVE AUSTIN, TX 78701-1494 </div>
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Iola ISD	093-903			
Vendor ID #	ESC Region #			
	6			
Mailing address	City	State	ZIP Code	
PO Box 159	Iola	TX	77861	
Primary Contact				
First name	M.I.	Last name	Title	
Lindsey	M	Harris	Federal Programs Coordinator	
Telephone #	Email address		FAX #	
936-394-2361 ext. 130	lharris@iolaisd.net		936-394-2132	
Secondary Contact				
First name	M.I.	Last name	Title	
Michael	C	Jones	Superintendent	
Telephone #	Email address		FAX #	
936-394-2361 ext. 102	cjones@iolaisd.net		936-394-2132	
Part 2: Certification and Incorporation				

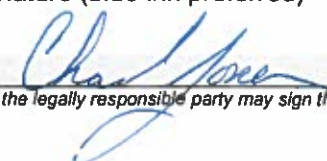
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Michael	C	Jones	Superintendent
Telephone #	Email address		FAX #
936-394-2361 ext. 102	cjones@iolaisd.net		936-394-2132

Signature (blue ink preferred)

Date signed


Only the legally responsible party may sign this application.

10/23/17

701-17-103-123

Schedule #1—General Information

County-district number or vendor ID: 093-903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 093-903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 093-903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 093-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☒ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☐ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Iola ISD is located in Iola, Texas and is a very rural town. Agriculture is rooted deep in the heart of this entire community. We have many students who do not plan to further their education after high school. Our existing Agriculture Mechanics Program currently provides students with hands-on practice and real-world experience in the area of welding. We have seen our program grow and there is a huge interest among our students in this rural area to become certified welders.

For the 2017-2018 school year, we have already begun changing our program. We are improving our current program by partnering with our local Junior College, Blinn College, and offering a new industry certification. We have changed our pathway from Agriculture Mechanics to Manufacturing and are offering two new courses; Introduction to Welding and Welding I. We have currently only been able to offer one industry level certification, the American Welding Society (AWS) D1.1 Structural Steel Certification. With our newly formed partnership with Blinn College and some new curriculum, we will be able to offer the National Center for Construction Education and Research (NCCER) Welding Level 1 Certification as well. Through our partnership with Blinn, our students will be able to complete Welding Level I for two high school credits and also receive eight hours of college credit for two entry level welding courses. Our instructor is now able to certify our students through AWS and NCCER Welding on-site.

For the past 2 years, we have had difficulty completing the certification process because our welding machines are very outdated. We were transporting our students to Houston to complete the certification tests, but out of at least 20 -25 students only 2 or 3 would pass the test. This was because the machines they were required to use during the testing process, were so much newer than our machines that our very capable students would have difficulty simply operating the machine.

We feel like with the help of the Perkins Reserve Grant Program we would be able to update our Welding Shop with newer welding equipment that will more closely resemble what they will be seeing in the workforce or post-secondary training. As a benefit our students will have plenty of hands-on experience and be able to successfully pass their certification tests. We have several local machine shops who have difficulty finding certified welders. With updated machines, we would be able to provide the workforce with qualified, certified welders. Our students would benefit by being able to start out making higher wages directly out of high school than those who are untrained.

Through our new program, if our students chose to continue their education they will already be one step ahead. They could enter into a technical program to gain even more certifications or they would be able to use the dual credit hours they have gained in order to earn an Associate of Applied Science in Welding Technology. They will be able to complete their certification program much quicker than those who didn't have this type of access in high school. We feel like these changes will improve our program and provide different avenues to ready our students for what lies ahead of them, whether it is workforce or post-secondary education.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 093-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Our students receive a great amount of work-based learning during their Junior and Senior level courses. They create new projects from scratch and enter them in several fairs to be judged throughout the year. Also, there are times that they are tasked with building items for the school, for teachers or community members. We also have several local machine shops who will often ask for our students to assist in new projects.

Our greatest challenge with this program is the financial investment it will take to allow our Welding shop to be equipped with more current equipment. We have had a program for many years and the machines are beginning to die out. We have only been able to afford to get them repaired the best we can from year to year. Often times, we have students waiting for a machine to become available so that they can complete their coursework. We currently only have three working welding machines and most of the classes in the shop have ten to twelve students. Equipment is our biggest need!

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 093-903	Amendment # (for amendments only):
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)	
Grant period: December 13, 2017, to August 31, 2018	Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$300
Schedule #9	Supplies and Materials (6300)	6300	\$10,000	\$0	\$10,000	\$6,500
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$63,800	\$0	\$63,800	\$8,200
Grand total of budgeted costs (add all entries in each column):			\$73,800	\$0	\$73,800	\$15,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$73,800
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$3690

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 093-903

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Electrician Services to Install the Pipe Bender Equipment	\$0	\$300
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$0	\$300
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0
(Sum of lines a, b, and c) Grand total		\$0	\$300

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 093-903

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval: Welding Instructional resources, supplies & materials	\$10,000	\$6,500
Grand total:		\$10,000	\$6,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 093-903

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	Multiprocess Welder	10	\$2,200	\$19,800	\$2,200
20	MIG Welder	6	\$3,500	\$21,000	\$
21	UV Sterilizer Cabinet for Safety Glasses	1	\$800	\$	\$800
22	Flammables Safety Cabinet	1	\$1,200	\$	\$1,200
23	Pipe Bender Machine	1	\$23,000	\$23,000	\$
24	4x4 Table for upgrading current Plasmacam	1	\$	\$	\$4,000
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$63,800	\$8,200

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 093-903

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	19	34.5%	The High School Campus average is 39.5%
Limited English proficient (LEP)	0	0%	We do not currently have any LEP students in grades 9-12.
Attendance rate	NA	95.5%	
Annual dropout rate (Gr 9-12)	NA	0%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.		%	
6-10 Years Exp.	1	3.85%	We only have 1 CTE teacher for this cluster in grades 9-12, but he teaches the entire sequence.
11-20 Years Exp.		%	
20+ Years Exp.		%	
No degree		%	
Bachelor's Degree	1	3.85%	
Master's Degree		%	
Doctorate		%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	25	11	9	10	55

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
											1			1

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Schedule #13—Needs Assessment

County-district number or vendor ID: 093-903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We conduct an annual Career & Technology Education needs assessment in early Fall. We use the information to help us determine the areas in which we were lacking last year and develop our roadmap for the upcoming year. The following data is discussed: PBMAS, CTE enrollment, student surveys, CTE inventory, coherent sequence of courses and certification completion rates. After much discussion about the data, we list our strengths and the areas we need to improve. The following are the results from meeting we had on October 3, 2017.

Strengths	Areas to Grow/Improve on
High Enrollment numbers in programs	1. Need for more Industry Certifications due to the new Accountability system
Meeting all PBMAS indicators	2. Need updated Shop Equipment
Coherent Sequences matching student's interests	3. Need Safety Equipment for the shop
	4. Add additional student technology

We prioritized the needs that most impacted the district as a whole first and then move down towards more specific programs. In the case for this year, we know we need more industry certifications to help our accountability. The only current program we have that can offer any of the listed certificates is our Welding Program. We made some major program changes this summer so that our curriculum would line up with Blinn College. This way will be able to earn two nationally recognized welding certificates. The most important update to the program is our equipment, which is really out of date. We all agreed that these priorities would best support our district goals. We only have one eligible high school campus.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 093-903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Need for CTE to earn more industry certifications	Through our new partnership with Blinn College, we will be able to let our students earn one additional industry certification that we were not previously offering. The new welding equipment would allow them to be more current on the industry's standard equipment and easily pass the certification tests.
2.	The welding machines need to be updated to current workforce standards and additional equipment purchased to expose our students to more real-world experience.	With extra funding we would easily be able to purchase new machines to fulfill our students' need to be workforce ready.
3.	The welding shop needs a few items to be current on safety standards (ie. eye glass sterilizer for safety glasses & flammables cabinet)	With extra funding we would easily be able to purchase these safety items.
4.	Add additional student technology	This was not as big a priority but any extra funds could be used towards purchasing chromebooks.
5.		

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 093-903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	CTE Welding Teacher	Hold a valid state of Texas Teacher's Certificate in the course listed and at least 3 years of experience
2.	Federal Programs Coor	Grant managing experience
3.	Business Manager	Experience with managing and reporting expenditures for grants
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Obtain Updated Equipment and Necessary Supplies	1. Get Quotes	12/13/2017	12/18/2017
		2. Order New Equipment & Supplies	12/20/2017	12/22/2017
		3. Receive New Equipment & Supplies	01/09/2017	01/19/2017
		4. Analyze Usage of Supplies	01/22/2017	01/26/2017
		5. Order & Receive Additional Supplies	01/23/2017	03/30/2017
2.	Earn more Industry Certifications	1. Check 1 st Semester Completion Rate	01/09/2017	01/12/2017
		2. Completing Registration for Industry Certifications	04/16/2017	04/27/2017
		3. Verify Passing of Industry Certifications	05/01/2017	05/24/2017
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Allow Students to Earn College Credit	1. Check 1 st Semester Completion Rate	01/09/2017	01/12/2017
		2. Check 2 nd Semester Completion Rate	05/21/2017	05/24/2017
		3. Submit Grades to Blinn College	05/21/2017	05/24/2017
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 093-903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Iola ISD currently monitors how it attains goals through constant communication. We are lucky because we have a small faculty and staff and we are all in close proximity to each other. If there is a goal that needs to be accomplished, the specific people who will be effected all have a discussion on what needs to be done to meet the goal at hand. Sometimes these meetings are through the District Advisory Committee or just with specific people as needed. Often times the plan to achieve the goal has to be changed, so we will have another meeting and select a different plan. Once a meeting as taken place, we usually communicate by email with those impacted like faculty and staff. If there is some information that needs to be given to parents or the community then it is posted on our website, sent through our call out system or mailed home.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently Iola ISD does not have anything similar to this planned project. We plan to keep our partnership with Blinn College with or without the grant funds. We just feel that the grant funds are essential in allowing our students the best access to updated equipment. Without the grant funds our students will keep taking turns with three working welding machines. We will coordinate efforts to maximize the effectiveness of grant funds by ensuring that we have received several quotes and have gotten the best prices on our new equipment. We will ensure that all project participants remain committed to the project's success by publicizing our victory with the students, parents and community. We will let them know the value of the grant funds, our intentions with the funds and how the funds were utilized. The success will be celebrated within the entire community which will keep us all moving forward to complete the project with diligence.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 093-903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Verify the purchase of new equipment	1.	Receive quotes & Analyze the best vendors
		2.	Order Equipment
		3.	Receive Equipment and Invoices
2.	Verify the purchase and use of supplies and materials	1.	Order Initial Supplies and Materials
		2.	Received Initial Supplies and Materials
		3.	Order any Additional Supplies and Materials
3.	Examine the purchases within each object code	1.	Verify that Expenditures match the Projected Amounts
		2.	Submit Amendments if Necessary
		3.	
4.	Ensure students are working towards completing industry certifications & college credit	1.	In January, verify with teacher that they are on track
		2.	In May, verify with teacher that they did earn the college credit
		3.	In May, verify they did earn their industry certifications
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For the most part, our project includes the purchase of new equipment and necessary supplies. The Grantee Manager will be in charge of overseeing all purchasing that pertains to the grant. The manager will also be monitoring the expenditures to ensure that they match the projected amounts. Therefore, the project will be actively monitored in order to expend the funds by the end of the project period. The Grantee Manager will work closely with the Welding Teacher to ensure that all needed supplies and materials are essential and effective to the project. The Welding Teacher will be responsible for submitting all program activities, the number of participants and achievement results to the Grantee Manager.

If a problem arises throughout the project then the Welding Teacher and Grantee manager will work together to find a solution. If a solution is needed, then the Grantee Manager will decide if an amendment is necessary to address the problem.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 093-903

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Welding is an occupation that has been in high demand for the past several years. We notice that it is not currently on the list of the top 25 jobs in Texas, but we feel that it easily supports several careers on this list. We feel that welding is essential to carrying out the job duties for the following top 25 jobs in the Brazos Valley on the current list:

Farmers, Ranchers, and Other Agricultural Managers
Plumbers, Pipefitters and Steamfitters

We feel that welding is such an integral part of our small community and is still in high demand by our students as a skill they want to learn. Our Agriculture teachers have good relationships with several of the local machine shops around and they confirmed that there is still a high need in our area for qualified, certified welders.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 093-903

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

We have begun a new partnership with our local Junior College, Blinn College, for the 2017-2018 school year. Through our partnership with Blinn College, our students will be able to complete Welding Level I for two high school credits and also receive eight hours of college credit for two entry level welding courses during their senior year of high school. The college courses for which our students will receive credit are as follows:

WLDG 1425 – Introduction to Oxy-Fuel Welding and Cutting – 4 hours

WLDG 1428 – Introduction to Shielded Metal Arc Welding – 4 hours

We have currently only been able to offer one industry level certification, the American Welding Society (AWS) D1.1 Structural Steel Certification. With our newly formed partnership with Blinn College and new curriculum, we will be able to begin offering the National Center for Construction Education and Research (NCCER) Welding Level 1 Certification as well. Our instructor is now able to certify our students through AWS and NCCER Welding on-site.

We have changed our pathway from Agriculture Mechanics to Manufacturing and are offering two new courses; Introduction to Welding and Welding I. Our new pathway of courses for our Manufacturing cluster will look like this:

Suggested grade level	Course	Credit(s)
8	Touch System Data Entry	.5
8	Professional Communications	.5
9	Principles of Agriculture, Food & Natural Resources	1
10	Agricultural Mechanics & Metal Technologies	1
11	Introduction to Welding	1
12	Welding I – Dual Credit	2

The amount of rigor for these courses builds as the student works through the pathway and will lead to the completion of two National industry certifications as well as eight hours of college credit. Using these certifications our students would be able to easily be employed as farmer, rancher or pipefitter.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 093-903

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Our students will have two different routes they can take once they graduate from Iola High School with the completion of our Welding I course and enter Blinn College:

1. They will complete the Welding Level I NCCER Certification while enrolled in Iola High School, but they could expand on their Certification to Level II. In order to do this they would apply only to the Technical Skills Training Program and be able to bypass the Level I courses. The level II coursework can be complete in one year or less.
2. They could earn their Associate of Applied Science in Welding Technology in just two years. Below is the listed crosswalk of courses the student would need to complete to earn their Associate Degree:

1 st Year	Course Number	Course Name	Credits
Fall Semester	WLDG 1425	Intro Oxy-Fuel Welding & Cutting **	4.0
	WLDG 1428	Intro Shielded Metal Arc Welding **	4.0
	WLDG 1430	Intro Gas Metal Arc Welding	4.0
	WLDG 1313	Intro to Blueprint Reading for Welders	3.0 / 15.0 Total
Spring Semester	WLDG 1457	Intermediate Shielded Metal Arc Welding	4.0
	WLDG 2447	Advanced Gas metal Arc Welding	4.0
	WLDG 1434	Intro Gas Tungsten Arc Welding	4.0
	QCTC 1446	Testing and Inspection Systems	4.0 / 16.0 Total
2 nd Year	Course Number	Course Name	Credits
Fall Semester	BUSI 1301	Business Principles	3.0
	WLDG 2451	Advanced Gas Tungsten Arc Welding	4.0
	WLDG 1435	Intro Pipe Welding	4.0
	ENGL 1301	Composition I	3.0 / 14.0 Total
Spring Semester	XXXX XXXX	Any Arts or Language Course	3.0
	XXXX XXXX	Any History, Government or Social or Behavioral Science Course	3.0
	MATH X3XX	Any Math Course	3.0
	WLDG 2288	Internship – Welding Technology/Welder	2.0
	WLDG 2453	Advanced Pipe Welding	4.0 / 15.0 Total
		Total Credits to Earn the AAS	60.0

** These are the courses our students will have already completed so they will be able to skip ahead in the coursework.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 093-903

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

We have chosen to strengthen our relationship with Blinn College through this grant. We have had a partnership with them for the past several years in providing Academic Dual Credit, but this is the first year we have offered Technical Dual Credit. Already since partnering with them in August, we have been able to reshape our program and offer one new certification. Blinn College will be our partner organization for carrying out this grant.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Our welding teacher has good relationships with several of the local machine shops around our community. We will be collaborating with Mr. Terry Woods who owns Woods Welding Shop in Huntsville as our industry partner for this grant. We will invite Mr. Woods to assist in evaluating our current curriculum to ensure that it meets current industry practices. Also, we will coordinate additional job training opportunities with his assistance and guidance.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 093-903	Amendment # (for amendments only):
TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Applicants applying for Focus Areas 1, 2, or 3 must address this question.	
<p>We feel that we would be able to easily maintain this program after the end of the grant period. We are mainly seeking the grant funds to help replace some of our current dying equipment and add additional new equipment. We feel that these updates are essential to being able to offer relevant training which is current with industry standards. Once we have updated equipment, we will just need to maintain that new equipment for as long as we can.</p> <p>Year 1 (Grant Year) – Purchase new equipment to replace dying machines and introduce new machines</p> <p>Years 2-5 – Maintain current machines and add a few additional new supplies/machines.</p> <p>We have had a welding program for many years, but as you know machines have a life-span. We currently only have three working welding machines. Each of our shop courses have at least ten to twelve students, so we have students who are waiting in line to be able to complete their coursework. As a district we would be able to repair and replace maybe one machine a year. It is difficult to get new machines all at once, which is why the Perkins Reserve Grant would afford us a great opportunity to help improve and be able to sustain our existing/growing program.</p>	

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 093-903

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 093-903

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Applicants applying for Focus Area 4 must address this question.**

N/A

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 093-903

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 093-903

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer “flexible” opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally “hard to reach” parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 093-903

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 093-903

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 093-903

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Ttruancy

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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